

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Holly Hill Roberts Middle School

District: Orangeburg County Consolidated School District Three

Principal: Mrs. JoAnn Lawton

Superintendent: David Longshore

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Holly Hill-Roberts Middle School (HHRMS) is located in the town of Holly Hill in Orangeburg County. HHRMS is the only “true” middle school in Orangeburg County Consolidated School District Three. HHRMS serves as the feeder school for St. James-Gaillard Elementary in Eutawville, Vance-Providence Elementary in Vance, and Holly Hill Elementary in Holly Hill.

HHRMS is home to five hundred and twenty students in grades six through eight. The district’s Alternative School for students in grades one thru eight is also located on the campus. Our student body consists of 85% African Americans, 14% Caucasians, and 1% from other ethnic backgrounds. A majority, 88% of the students are on free and reduced lunch. HHRMS serves fifty-four special education students, not including speech students.

Orangeburg County Consolidated School District Three generously staffs HHRMS with professional educators beyond the defined minimum requirements. In addition, the principal, two assistant principals and an administrative assistant comprise the administrative team. The district provides one instructional coach in science. Two guidance counselors assist students with scheduling and they provide our students with personal counseling services, when needed. Fifty-four teachers provide direct instruction and one media specialist provides media services. Of the fifty-four teachers on staff, three are from the Foreign Academic and Cultural Exchange Services (FACES) two are from the Universal Placement Incorporation (UPI), and two are from the Teachers Placement Group (TPG). The teacher retention rate for 2007 was 86.4%. The majority of teachers not returning were in the areas of English language arts (ELA) and mathematics.

At the beginning of the Focused School Renewal Plan (FSRP) process, the school leadership team and the External Review Team members analyzed the Spring 2007 Palmetto Achievement Challenge Tests (PACT) and the End of Course Tests (EOC) data. The two year trend data were carefully reviewed and analyzed. The following table shows the EOC two-year trend data from school years 2006-07 and 2007-08.

End of Course Student Performance Data

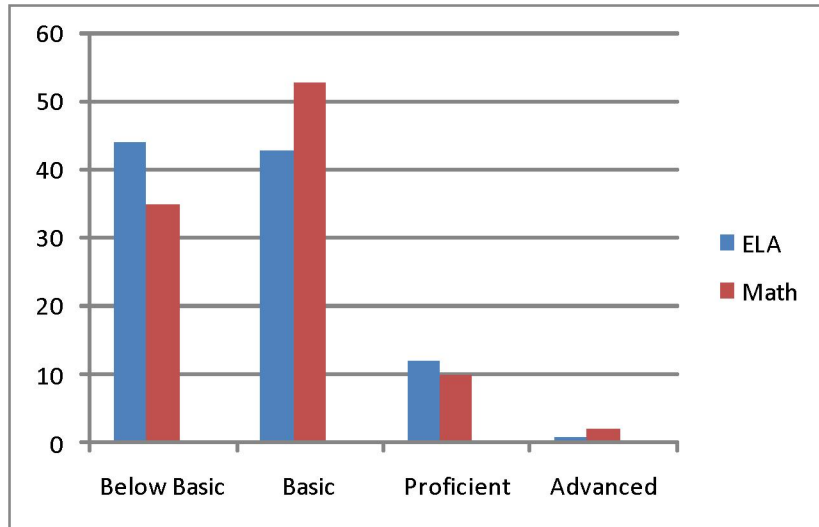
School Year	Number of Students	2006	Number of Students	2007
EOC Passage Rate		95.7		88.6
Algebra I	18	91.7	11	86.2
English I	13	100	10	93.3

Table 1.

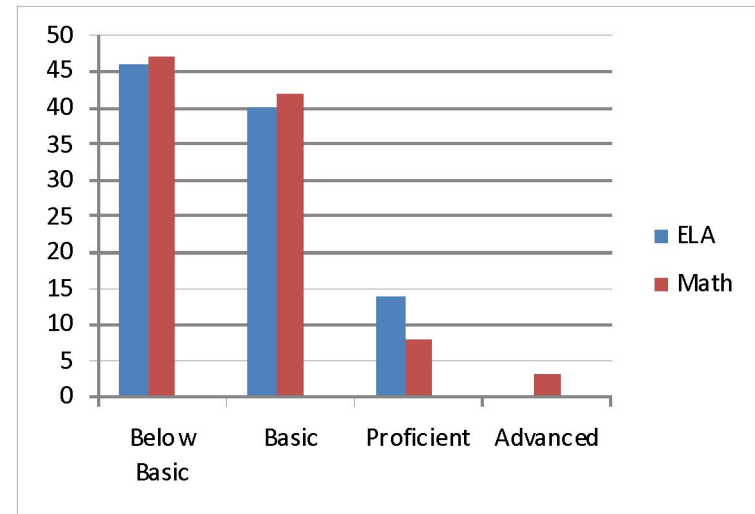
*These numbers represent the End of Course passage rates.

Measures of Academic Progress
Correlation of Spring 2008 MAP and PACT

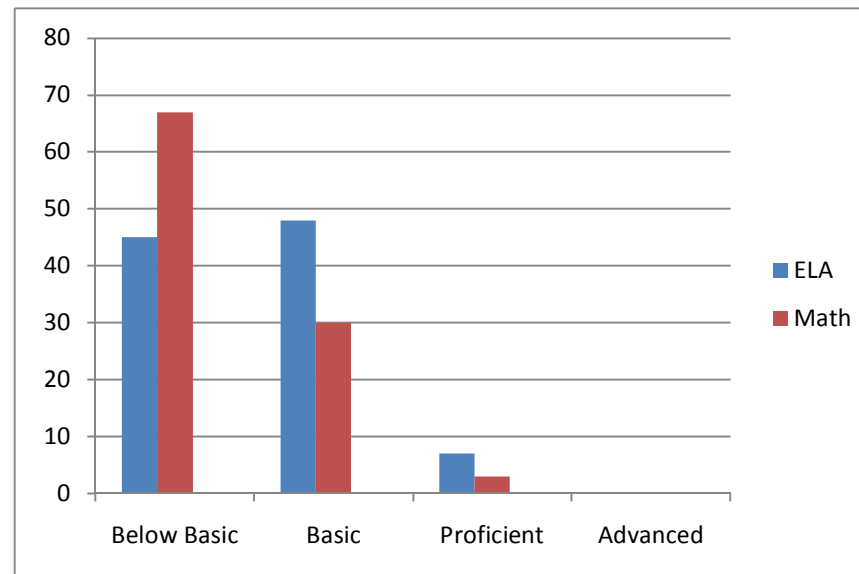
Sixth Grade



Seventh Grade

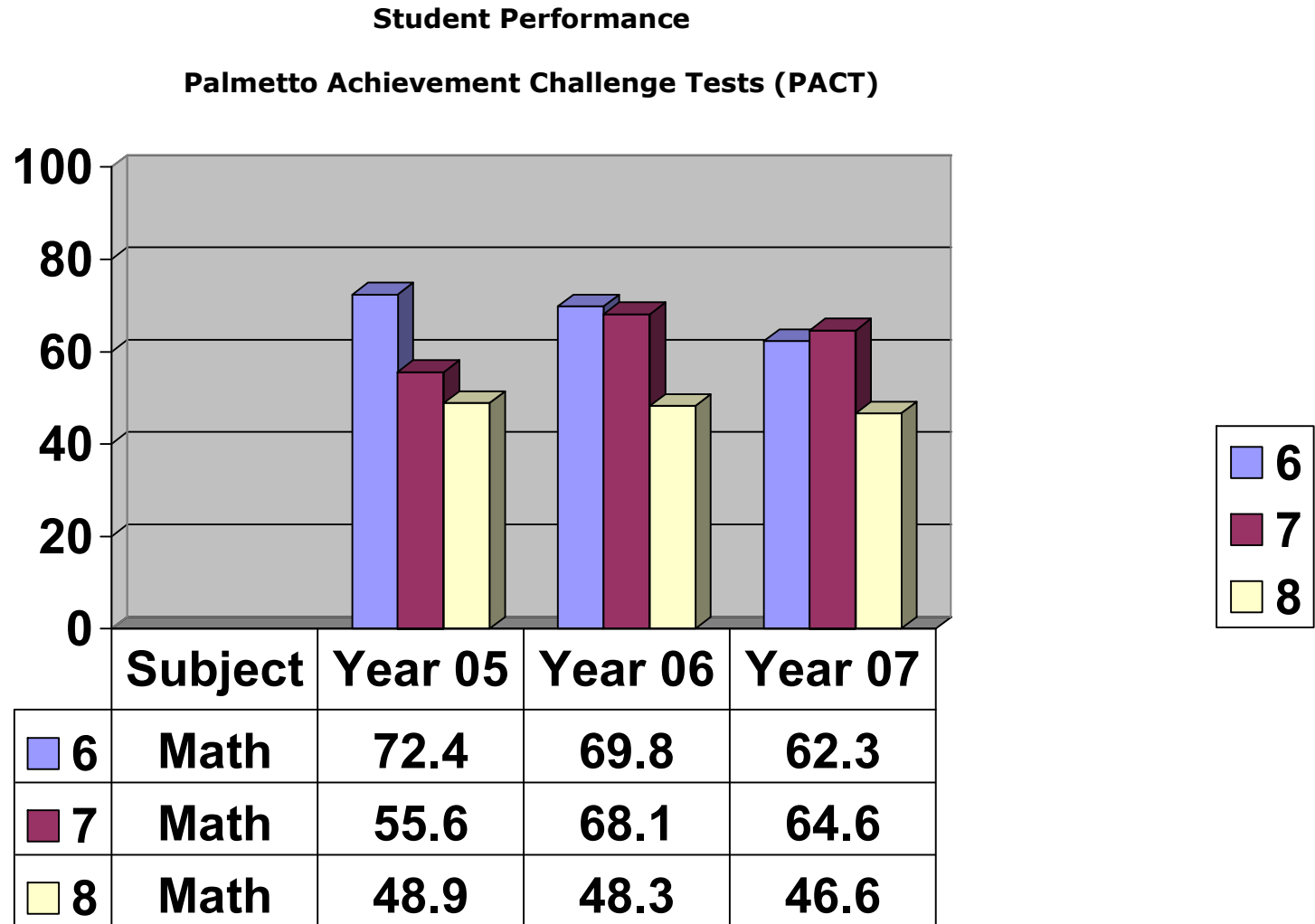


Eighth Grade



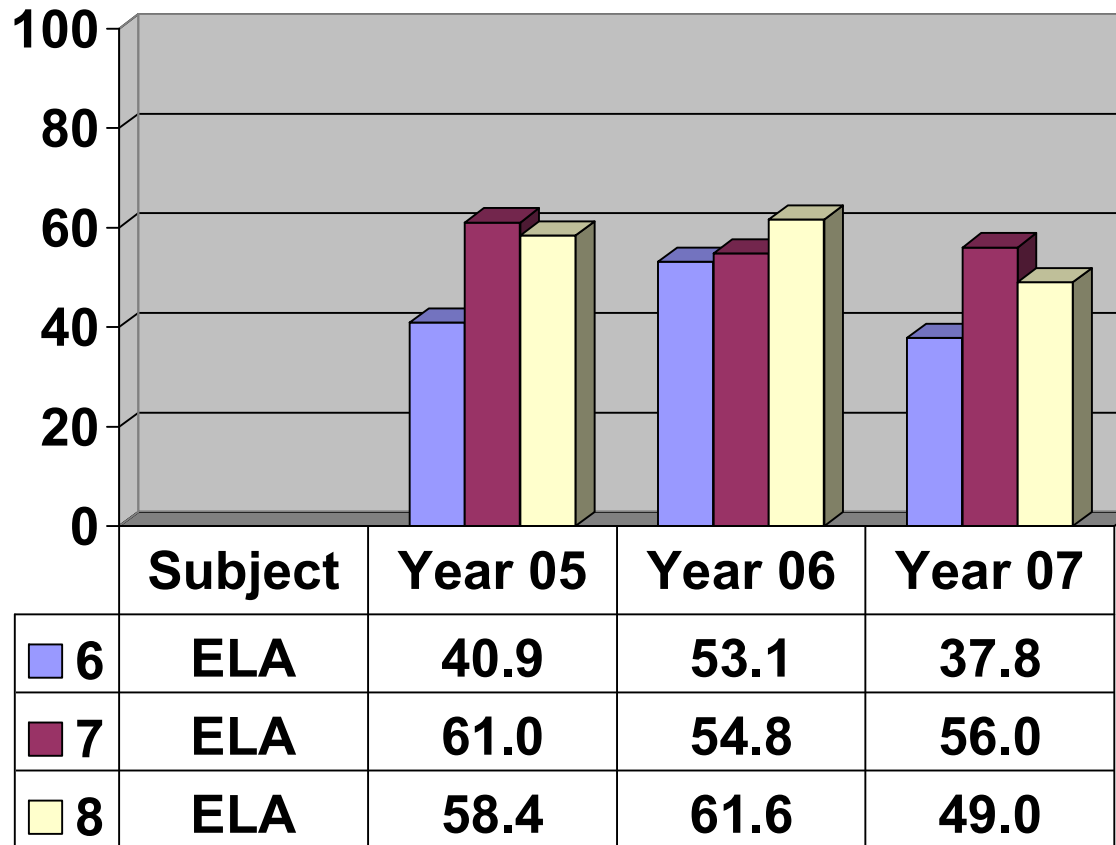
The Measures of Academic Progress results from the Spring 2008 testing on the Reading and Mathematics portions of the assessment show a need for remediation and acceleration of student learning. Using the correlation chart, students in grades seven and eight show a large percentage of students scoring Below Basic in both Math and Reading. The sixth grade scores also showed a significant need for improvement. The student achievement goals have addressed these needs with strategies that will enable the school to improve dramatically.

The following charts represent the percentage of students who scored Basic and Above on PACT.

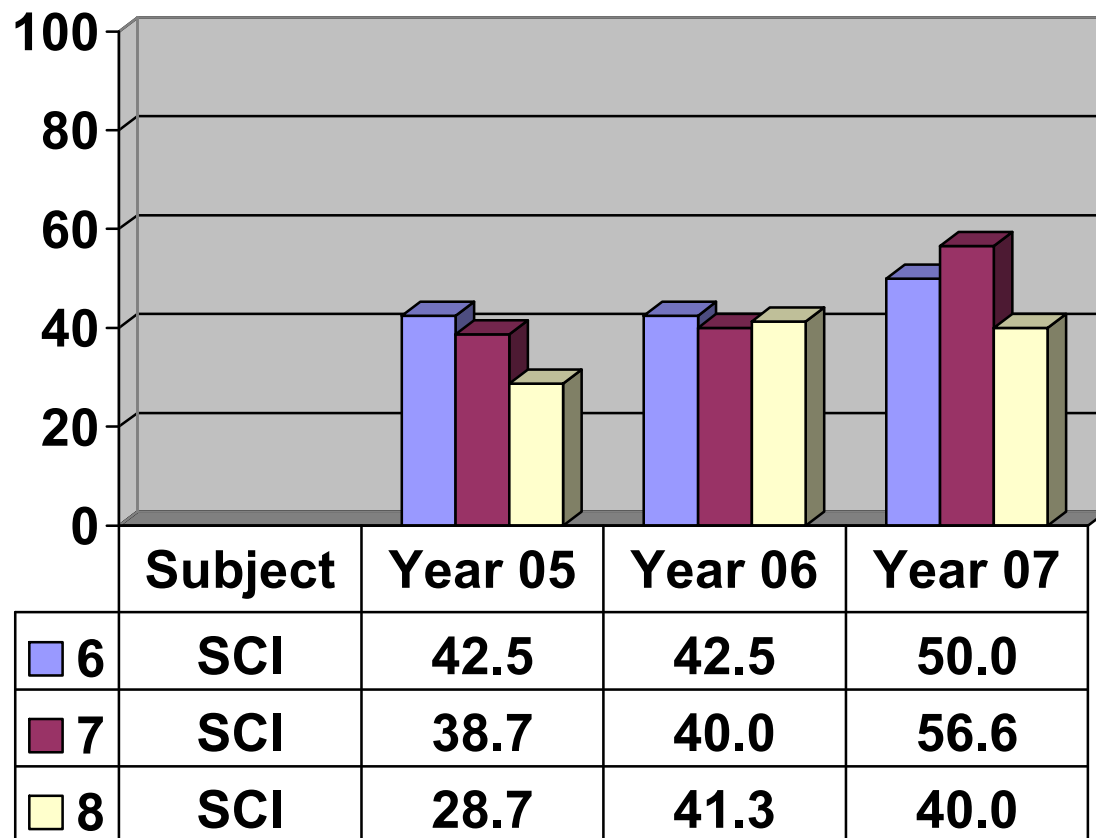


Student Performance

Palmetto Achievement Challenge Tests (PACT)

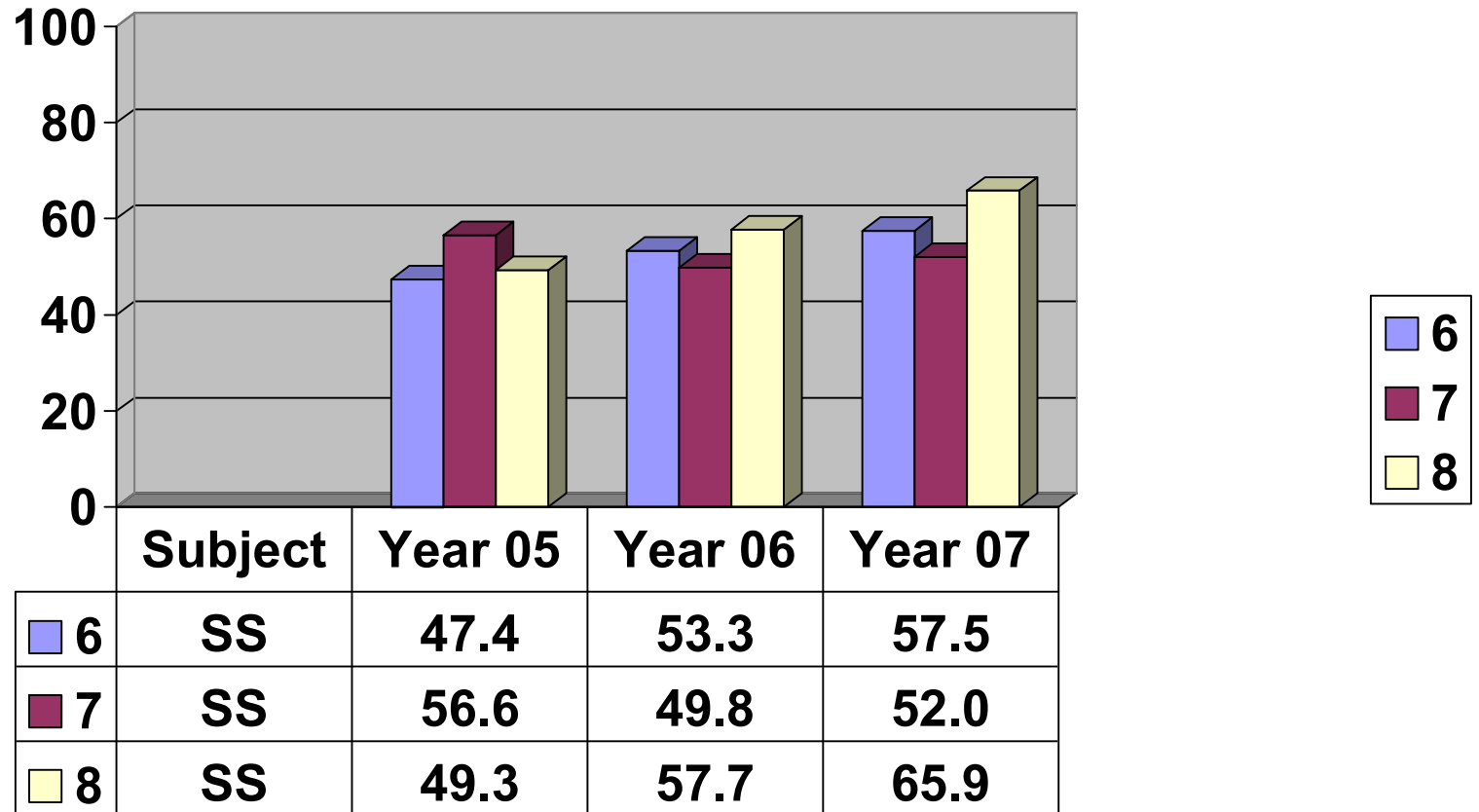


Student Performance
Palmetto Achievement Challenge Tests (PACT)



Student Performance

Palmetto Achievement Challenge Tests (PACT)



The PACT analysis shows a decline from 2005-2007 in English Language Arts (ELA) except on the seventh grade level. This decrease in achievement and the insignificant gain in the seventh grade are a major concern for our middle school students.

Reading is the foundation for achievement in all core areas; therefore, the lack of progress will be a major focus for the 2008-2009 school year. The Social Studies data reveals an increase in student performance; however, the gain was inadequate and did not meet school expectations. Because of the direct relationship between social studies and language arts, a goal was created that we believe will impact the social studies scores and help to increase achievement across all core subject areas. When reviewing math data, we noticed that longitudinally, math showed a significant decrease in achievement. This decrease was also evident in the horizontal data for each grade level. Due to the lack of progress our students are showing, math is an area that we will target for improvement. The EOC results in both English I and Algebra I show a decrease in the passage rate for 2008. The 2008 South Carolina School Report Card will reflect the inclusion of Algebra I and English I EOC scores; therefore, the leadership team and ERT members chose these areas for a target goal.

After defining the ultimate goals of Holly Hill Roberts Middle School, the school leadership team engaged in dialogue to define the FRSP goals, using the SMART process to ensure that our final goals are Specific, Strategic, Measurable, Attainable, Results-oriented, and Time-bound. The Leadership Team consists of the principal, assistant principal, department chairpersons, guidance counselors, and the instructional coach. This team met together to examine the data and determine the areas of greatest need. The External Review Team Liaisons assisted in the process with the calculations, writing of the goals and editing.

The top priority of the faculty and staff is to increase student performance in all core areas. We intend to incorporate four major strategies—additional tutoring, increased rigor, resources that include computer assisted instruction, and professional development for all teachers and staff. The selected goals will also include classroom opportunities for students to be academically enriched through strategic, hands-on learning experiences.

The FSRP goals are designed to achieve the ultimate HHRMS goal which is increased student achievement. The teachers will monitor the progress of these goals through consistent attention to student progress, instructional delivery and the rigor of each learning objective. HHRMS strives to improve the quality of education and these goals will enhance the opportunity for students to perform at or above grade level and instill in them the desire to be life-long learners.

School Timeline

July 2008

Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Employ MAP Analyst	NWEA (MAP) Training (Facilitator)	
	Making Middle Grades Work (Marzano)	
	Plan for District Professional Dev. Sessions	

August 2008

Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
MAP Assessment	Anderson Five Curriculum Training	Small group instruction
Analysis of PACT 2008 data	MAP Training (Teachers)	Weekly Word
		Fantastic Five
		Instructional observations

September 2008

Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
MAP Assessment	Schools Goals Expectations	Small group instruction
Analysis of MAP data	Web Design	Technology-based instruction
Individual Data conferences (MAP, PACT)	Leadership Series	Weekly Word
Analysis of PACT data	Support Staff Development	Instructional observations
		Fantastic Five

October 2008

Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
	SACS Roundtable Meeting	Small group instruction
Analysis of current data	Web Design Follow-up	Technology-based instruction
	Web Design Part II	Weekly Word
	Leadership Series	Fantastic Five
	Support Staff Development	Instructional observations
	Web Design Follow-up	Student Recognition Celebration

	MAP Data Analysis	
November 2008		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Analysis of current data	SACS Roundtable Meeting	Small group instruction
	MAP Data Analysis/Anderson Five Curr.	Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
December 2008		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Analysis/Student Conference (Benchmark)	SACS Roundtable Meeting	Small group instruction
Social Studies Benchmark	Differentiated Instruction Part I	Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
January 2009		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
	SACS Roundtable Meeting	Saturday Academy
Analysis of current data	Anderson Five Curr./Benchmark Assess/MAP Data Analysis	Family Nights (PACT Prep)
	Differentiated Instruction Part II	Small group instruction
		Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
		Student Recognition Celebration
February 2009		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Goal Setting Conferences (MAP)	SACS Roundtable Meeting	Saturday Academy

Analysis of current data	Leadership Series	Family Nights (PACT Prep)
	Differentiated Instruction Part III	Small group instruction
		Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
March 2009		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
MAP Assessment	SACS Roundtable Meeting	Saturday Academy
Analysis of MAP data	MAP Data Analysis	Family Nights (PACT Prep)
Analysis of FSRP data	Leadership Series	Small group instruction
Analysis/Student Conference (SS Benchmark)	Support Staff Development	Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
		Student Recognition Celebration
April 2009		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Analysis of current data	Set Goals and Expectations for 2009-2010	Saturday Academy
		Family Nights (PACT Prep)
		Small group instruction
		Technology-based instruction
		Weekly Word
		Fantastic Five
		Instructional observations
May 2009		
Testing/Analysis of Data	Professional Development	Implementation/Monitoring of Strategies
Analysis/Student Conference (Benchmark)		Saturday Academy
Analysis of current data		Technology-based instruction

		Weekly Word
		Fantastic Five
		Instructional observations
		Student Recognition Celebration

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1:

By April 1, 2009, 85% of students enrolled in Algebra I and English I will score Basic or above on the Spring 2009 MAP assessment using the MAP-PACT correlation chart.

The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide English I and Algebra I teachers with professional development training.	Principal Asst. Principals English I teachers Algebra I teachers	July 2008	Professional development will include increasing rigor, interpreting South Carolina Standards, and implementing best practices in delivery, instruction, and assessment which will improve the quality of classroom instruction. Evidence of this strategy will include professional development agendas, sign-in logs, purchase orders for training and materials, and evaluation/survey of summer professional development. Documentation will be the responsibility of school administrators.
2. Analyze MAP data from the Fall 2008 and Spring 2009 administration and interpret the results to differentiate instruction and learning strategies.	Principal Asst. Principals MAP Analyst English I teachers Algebra I teachers	October 2008	Interpretations of the results will be used to differentiate instruction and address learning strategies. Documentation will include team analysis meetings that includes Dynamic Suite, RIT Unit analysis, and Descartes, notes/minutes from the meetings, development of 'action plans and copies of these action plans. The MAP Analyst will be responsible for documentation.
3. Remediate, accelerate, and/or enrich student learning through small group instruction to meet and exceed grade level standards for Algebra I and English I students.	Principal Asst. Principals English I teachers Algebra I teachers	August 2008	Teachers will use MAP, Benchmark and PACT data to determine strengths and weaknesses of students. Once identified, teachers will use small group instruction to meet the needs of individual students. Documentation will include weekly lesson plans correlated to the Anderson Five Curriculum, weekly classroom observations documentation, analysis of teacher-made assessments, and bi-weekly administrator/teacher documentation. Asst. Principal for Curriculum will be responsible for documentation.

4. Provide additional opportunities for Algebra I and English I students through the Saturday Academy and the Test Prep programs.	Principal Asst. Principals English I teachers Algebra I teachers	January 2009	Saturday Academy will give students the opportunity to participate in activities that are correlated to the SC Standards and will extend their learning. Documentation will be evident through student attendance rosters, student progress reports and correspondence to parents. The principal will be responsible for gathering documentation of attendance and conferencing reports.
5. Utilize technology in labs with programs such as Plato (English 1) and I Can Learn Lab (Algebra 1).	Principal Classroom Teachers Media Specialist	September 2008	These technologically based programs will extend individual student reading skills through practice and exposure to literature and Math skills through higher level problem solving. English 1 students will participate in the Plato lab once a week and Algebra 1 students will participate in the I Can Learn Lab twice a week. Schedules of student participation in labs and student achievement will be kept by classroom teachers.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2:

By April 1, 2009, 20% of the students in grades 6-8 tested on the Spring 2009 MAP test will show an increase of one or more performance levels in Reading based on the comparison of the 2008 and 2009 PACT results using the MAP-PACT correlation chart.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide a consultant to train selected school personnel on analyzing MAP data.	Principal MAP Analyst	July 2008	Analysis of data will be an integral part of improving classroom instruction. Selected school personnel will be trained by NWEA to provided support and lead school level MAP analysis. Evidence of this strategy will be documentation of training and district level registration. This evidence will be gathered by the school level MAP Analyst.
2. Establish an 'in-house' MAP Analyst position to provide ongoing data analysis training and updates.	Principal MAP Analyst	July 2008	The "in-house" MAP analyst will provide support that will enable teachers to determine areas for differentiating instruction. Evidence of this strategy will include professional development agendas, sign-in logs, purchase orders for training and materials and evaluations of professional development training. The MAP Analyst will be responsible for gathering documentation of attendance and student data reports.
3. Provide small group reading instruction for students with weaknesses identified by current MAP assessments.	Principal Classroom Teachers	September 2008	Small group instruction will address student needs. Individual classrooms will base groups on RIT scores that will focus on areas of concerns. Documentation of topics and groupings will be kept by classroom teachers.
4. Utilize technology in classrooms and labs with programs such as	Principal Classroom	September 2008	These technologically based programs will reinforce individual student reading skills through practice and exposure to

Accelerated Reader and Plato.	Teachers Media Specialist		literature. Students will develop fluency in reading while gaining an appreciation for the enjoyment of reading. Schedules of student participation in labs will be kept by classroom teachers and media specialist.
5. Hold goal setting conferences twice a year with each student to discuss information (target goals, mastery of skills, and individualized learning strategies) as well as data derived from MAP and PACT scores.	Principal MAP Analyst	October 2008	Teachers will hold individual conferences with students to discuss current MAP scores and to set student MAP goals. These conferences will reinforce the importance of academic gains and promote higher student achievement. Documentation of conferences and completed forms will be kept by individual teachers.
6. Develop vocabulary mastery to improve reading performance.	Principal Designated teacher	August 2008	Weekly Word study will be used school-wide to extend students knowledge and use of higher level vocabulary. Students will use "weekly word" throughout all subject areas. Documentation will include a vocabulary list for middle school students compiled and retained by a designated classroom teacher.
7. Provide additional opportunities for instructional assistance through the Saturday Academy and the Test Prep programs.	Principal Classroom Teachers	January 2009	Saturday Academy will give students the opportunity to participate in activities that are correlated to the SC Standards and will extend their learning. Documentation will be evident through student attendance rosters, student progress reports and correspondence to parents. The principal will be responsible for gathering documentation of attendance and conferencing reports.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:

By April 1, 2009, 20% of the students in grades 6-8 tested on the Spring 2009 MAP test will show an increase of one or more performance levels in Math based on the comparison of the 2008 and 2009 PACT results using the MAP-PACT correlation chart.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Analyze the Fall 2008 and Spring 2009 results of the MAP assessments to determine growth.	MAP Analyst School Leadership Team	March 2009	Data will be reviewed to determine growth for the SCDE report on the HHRMS FSRP. This documentation will be shared with all faculty to reemphasize the importance of increased student performance and the achievement of our goals. Documentation will be compiled by the School Leadership Team.
2. Provide small group math instruction for students with weaknesses identified by current MAP assessments.	Principal Classroom Teachers	September 2008	Small group instruction will address student needs. Individual classrooms will base groups on RIT scores that will focus on areas of concerns. Documentation of topics and groupings will be kept by classroom teachers.
3. Integrate a variety of instructional materials, including software, such as, PLATO, I Can Learn, and STAR Math into daily classroom instruction.	Classroom Teachers	August 2008	These technologically based programs will reinforce individual student math skills through practice and exposure to higher level thinking skills. Schedules of student participation in labs will be kept by classroom teachers.
4. Hold goal setting conferences twice a year with each student to discuss information (target goals, mastery of skills, and individualized learning strategies) as well as data derived from MAP and PACT scores.	Classroom Teachers MAP Analyst	October 2008	Teachers will hold individual conferences with students to discuss current MAP scores and to set student MAP goals. These conferences will reinforce the importance of academic gains and promote higher student achievement. Documentation of conferences and completed forms will be kept by individual teachers.

5. Provide Fantastic Five to review Math skills daily in classroom instruction.	Classroom Teachers	August 2008	Fantastic Five allows for continuous practice of critical math skills on a daily basis. This practice encompasses a review of targeted PACT-like math skills and other math topics. Documentation will be the results of lessons/check-ups kept in teachers' grade books.
6. Use hands-on materials, manipulatives and other resources for instruction.	Classroom Teachers	September 2008	Teachers will incorporate the use of these resources to meet the needs of all student learning styles. Students will participate in the kinesthetic learning which will reinforce their understanding and comprehension of the concept. Teachers will include documentation of the included hands-on strategies in their long range plans.
7. Provide additional opportunities for instructional assistance through the Saturday Academy and the Test Prep programs.	Principal Classroom Teachers	January 2009	Saturday Academy will give students the opportunity to participate in activities that are correlated to the SC Standards and will extend their learning. Documentation will be evident through student attendance rosters, student progress reports and correspondence to parents. The principal will be responsible for gathering documentation of attendance and conferencing reports.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 4:

By April 1, 2009, 75% or more of the students in grades 6 - 8 will score an average of 70 or above on each of the Anderson Five social studies benchmark assessments.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide social studies teachers with professional development training.	Principal	July 2008	Professional development will include increasing rigor, interpreting South Carolina Standards, and implementing best practices in delivery, instruction, and assessment which will improve the quality of classroom instruction. Evidence of this strategy will include professional development agendas, sign-in logs, purchase orders for training and materials, and evaluation/survey of summer professional development. Documentation will be the responsibility of school administrators.
2. Analyze Benchmark data for Social Studies.	Principal Data Analyst Teacher	December 2008	Analysis of social studies benchmark assessment data from first nine weeks administration and interpretation of the results will be used to differentiate instruction and learning strategies. Evidence of this analysis and application of data will be student records, teacher conference records and classroom organization. Teachers will be responsible for maintaining documentation.
3. Integrate a variety of instructional materials, including software, such as, Brain Pop, Jeopardy, Timeline, Where in the World is Carmen Sandiago and video streaming.	Principal Classroom Teachers	October 2008	These technologically based programs will reinforce individual student skills in Social Studies through practice and exposure to higher level thinking skills. Schedules of student participation will be kept by classroom teachers.

4. Provide additional opportunities for instructional assistance through the Saturday Academy and the test Prep programs.	Principal, Assistant Principals, Content Area Teachers	January 2009	Saturday Academy will give students the opportunity to participate in activities that are correlated to the SC Standards and will extend their learning. Documentation will be evident through student attendance rosters, student progress reports and correspondence to parents. The principal will be responsible for gathering documentation of attendance and conferencing reports.
5. Provide Hooked on History sessions for identified students to promote student achievement in social studies.	Social Studies teachers Principal	October 2008	Students who are twelve or fewer points from achieving Advanced on PACT are identified to participate in the Hooked on History sessions on Monday and Tuesday afternoons. These sessions will give students the opportunity to gain a better understanding, thus achieving greater academic success. Documentation will include the test data analysis, student attendance logs and student work and will be maintained by the social studies teachers.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By April 1, 2009, the principal will provide instruction and continued support on the use of data in the classrooms which will result in 20% of the students in grades 6-8 tested on the Spring 2009 MAP assessment showing an increase of one or more performance levels in Math and ELA based on the comparison of the 2008 and 2009 PACT results, using the MAP-PACT correlation chart.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Share analyzed MAP, PACT, EOC and/or Anderson Five benchmark data teachers bi-monthly.	Principal, Asst. Principals Data Analyst	Sept. 2008	Data from MAP, PACT and EOC will be used at Holly Hill Roberts Middle School to identify strengths and weaknesses of student performance. These results will be an integral part of the delivery and organization of instruction. Documentation will be evident through class/grade/school level disaggregated data collected by the principal.
2. Complete and document weekly instructional observations, with a focus on implementation on strategies based on analysis of assessment data.	Principal, Asst. Principals Data Analyst	August 2008	Observations and conferences with teachers will focus on the inclusion of data in driving the instruction. This strategy will provide principals with valuable information that will enable teachers to gain a better understanding of their students' progress and improve their instruction. Evidence of documentation will be the Observation Schedule Orangeburg County Consolidated School District Three Informal Classroom Observation Instrument and subsequent conferences. These will be maintained by the principal.

3. Share documentation of current data with the faculty on a monthly basis.	Principal, Asst. Principals Data Analyst	October 2008	The Data analyst will provide up-dated data reports to provide and instruct teachers on the use of this valuable information. This continuous emphasis will underline the importance of using data in the classroom. Documentation will be evident through class/grade/school level disaggregated data and agendas from monthly meetings. This will be maintained by the Data Analyst.
4. Monitor classroom instruction to ensure that South Carolina Standards are being taught and assessed.	Principal, Asst. Principals Data Analyst	October 2008	Monitoring of classroom instruction to ensure that the SC Standards are the foundation for instruction and utilizing data to recognize the diversity of teaching levels. The coordination of these two areas will enable teachers to meet the needs of all students. Documentation will be evident in lesson plans and information and formal evaluations and will be maintained by the principal.
5. Monitor Saturday Academy programs weekly to assess teacher's effectiveness of addressing the students' individual academic deficiencies.	Principal, Asst. Principals Data Analyst	January 2009	Saturday Academy will give students the opportunity to participate in activities that are correlated to the SC Standards and will extend their learning. Data will be a vital part of organization and instructional levels delivered. The principal will be responsible for gathering documentation of observations and feedback
6. Provide staff development for teachers and administrators on test data analysis.	Principal Data Analyst	July 2008	These sessions along with follow-up trainings will instruct teachers in the disaggregation and utilization of data. Teachers will become more knowledgeable in these critical areas and increased student achievement will be the result. Documentation will be evident through agendas, evaluations and evidence of disaggregated data in the classrooms. The Data analyst will be responsible for maintaining documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By April 1, 2009, the principal will support teachers with school wide professional development training and implementation of research based best practices resulting in 50% of students scoring Basic or Above in Reading and Math using the MAP-PACT correlation chart for Spring 2009 MAP testing.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide professional development training on Marzano's research.	Principal Asst. Principals	July 2008	These professional development sessions in the research-based strategies will help to increase student achievement. The strategies include areas such as identifying similarities and differences, summarizing and note taking, providing recognition, homework and practice, cooperative learning and setting objectives. Incorporating these strategies into the daily instruction will enable teachers to meet the needs of all students. Documentation will be agendas from trainings and classroom observations. This documentation will be maintained by the principal.
2. Conduct bi-weekly classroom observations with the focus on implementing Marzano's research.	Principal Asst. Principals	August 2008	Classroom observations will allow the administration to gauge the understanding and implementation of the strategies indicated in Marzano's research. A chart/table showing frequency of observations with documentation of focus on Marzano's research-based strategies will be evidence of the implementation of this strategy and maintained by the principal.
3. Create a school-wide culture supportive of academics using incentives for attendance and academics for all stakeholders.	Principal Asst. Principals	August 2008	Recognitions for high academic achievement as well as academic growth support a positive school-wide culture. This will make the learning environment more conducive student growth and will promote the emphasis on achievement. Recognitions will be based on data with documentation maintained by the principal.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement
for Holly Hill-Roberts Middle School**

Focused District Instructional Leadership Goal 1:

By April 1, 2009, the district will develop and implement a professional development program designed to improve teaching and learning in Holly Hill Roberts Middle School resulting in 50% of students scoring Basic or Above in Reading and Math using the MAP-PACT correlation chart for Spring 2009 MAP testing.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide professional development sessions on topics to enhance instruction.	District Curriculum Team, Principal	August 2008	Workshops will focus on needs determined through teacher surveys, principal’s recommendations, and curriculum team’s observations. These workshops will offer direction in the identified areas of instructional challenges. The strategy will be documented by sign-in sheets, agendas and evaluations. This information will be collected by the District Contact.
2. Procure services of consultants and schedule workshops with follow-up on-site sessions to ensure effective implementation of strategies presented.	District Curriculum Team, Principal	July 2008	These workshops will enable teachers to develop a better understanding of scientifically-based best teaching practices. Participants will be exposed to innovative instructional practices applicable to their classroom instruction. This documentation will include agendas, attendance records and evaluations and will be collected by the District Contact or Professional Development Coordinator.
3. Monitor and assess progress of professional development plan and make revisions as indicated.	District Curriculum Team, Principal, District Contact	August 2008	The professional development plan will offer opportunities for teachers to gain a better understanding of educational strategies and techniques that will improve instructional delivery. The strategy will be monitored by classroom observations, lesson plans, and the analysis of benchmark data. Documentation will be maintained by the District Contact.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the district will provide on-going support and training for the implementation of the Anderson Five Curriculum Resource resulting in 50% of students scoring Basic or Above in Reading and Math using the MAP-PACT correlation chart for Spring 2009 MAP testing.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure that results of data are used to drive instruction.	District Contact, Principal, Technology and Test Coordinators	August 2008	Data from MAP, PACT and EOC will be used at Holly Hill Roberts Middle School to identify strengths and weaknesses of student performance. These results will be an integral part of the delivery and organization of instruction. Documentation will be evident through class/grade/school level disaggregated data collected by the principal.
2. Procure services of consultants and schedule workshops with follow-up on site sessions to ensure effective implementation of strategies presented.	District Contact, Prof. Devel. Coordinator, Principal	July 2008	The strategy will be monitored by utilizing research based best practices to support the appropriateness of selections. These workshops will enable teachers to develop a better understanding of scientifically-based best teaching practices. Sign-in sheets and meeting agendas will be used to confirm workshop participation of identified personnel, as well as, the appropriateness of the workshop. This documentation will be collected by the District Contact or Professional Development Coordinator.
3. Monitor and assess progress of the implementation of the Anderson Five Curriculum Resource.	District Curriculum Team, District Contact, Principal	August 2008	The implementation of the Anderson Five Curriculum Resource will enable teachers to organize and provide appropriate instruction in a timely manner. The strategy will be monitored by classroom observations,

			lesson plans, principal's report, and the analysis of benchmark data. Documentation will be maintained by the District Contact.
4. Ensure that MAP benchmarks are administered and analyzed during designated times.	District Contact, Principal, Technology and Test Coordinators	September 2008	Holly Hill Roberts Middle will administer MAP during the designated time frame with disaggregation of data to follow. Utilization of the data will enable teachers to determine areas of strength and weakness to drive their instruction. Evidence of the implementation of this strategy will be the schedule and resulting test data collected by the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement
for Holly Hill-Roberts Middle School

Focused District Instructional Leadership Goal 3:

By April 1, 2009, the district will maximize teacher performance by strengthening the principal's skill as an instructional leader. This goal will be measured by in an average of 50% of students scoring Basic or Above in Reading and Math using the MAP-PACT correlation chart for Spring 2009 MAP testing.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Assess the principal's performance as the instructional leader.	District Contact	August 2009	Through reviews of teacher evaluations and the principal's self-evaluation, documentation will be collected to assist the district in making appropriate decisions in meeting the needs of administrators and teachers. This documentation will be collected throughout the school year by the district contact person.
2. Develop a component of the district's professional development plan that will strengthen and enhance the principal's skill as an instructional leader.	District Contact	Sept. 2009	Principal Leadership Series will be offered which will cover topics pertinent to school leadership four times during the school year. These leadership meetings will be facilitated by consultants with expertise in the area(s) discussed. Documentation will be sign-in sheets and evaluation forms collected by the district contact person.
3. Procure services of consultants and implement plan.	District Contact	July 2008	Consultants will offer expertise in the areas of leadership which will have a positive impact on school level administrators. The sessions will focus on school/district needs as identified in overall observations of teachers and feedback from principals. This strategy will be monitored by classroom observations and principals' reports and collected by the District contact person.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

MAP (Measures of Academic Progress): A state-aligned computerized adaptive assessment program that provides educator with the information they need to improve teaching and learning.

RIT: Rasch Unit

MAP scores are reported on a scale called the RIT scale. RIT is a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth.

PACT: Palmetto Achievement Challenge Test

PACT is South Carolina's means of assessing progress toward national educational standards.

EOC: End-of-Course Tests

The EOC is an examination which counts 20 percent of the students' final grade in benchmark courses such as Algebra I and English I.

MAP Analyst: Provide ongoing training, collection, and analysis of MAP test data.

PLATO Learning: An innovative educational technology based teaching tool for personalized instruction, standards-driven assessment, and data management for facilitating in continuous academic improvement.

I CAN LEARN (Interactive Computer Aided Natural Learning): A complete software and hardware computer package for delivering standards based Algebra and Pre Algebra courses from K-12. The software provides instructional pedagogy and delivers this instruction through technology on a one-on-one basis.

Accelerated Reader: An advanced technology program to make essential reading practice more effective for students; personalize reading practice to each student's current level; manage all reading activities including read to, read with, and independent reading; access students' reading skills; and help build students love for reading and learning.

Star Math (Standardized Test for the Assessment of Reading): The purpose of Star Math is to assess student mathematics skills. The assessment provides an approximate measure of each student math level.

Comprehensive Remediation: An after-school tutoring program to assist students who made below basic on the PACT.

PACT Prep (Palmetto Achievement Challenge Test): An intervention class to assist all students on the PACT. The class is scheduled every Friday for 30 minutes to work on basic skills.

Saturday Academy: An intervention program to assist all students on the PACT. The program is scheduled four Saturdays in the month of April.

FACES: (Foreign Academic and Cultural Exchange Service), UPI (Universal Placement Inc.); and TPG (Teachers Placement Group)

UPI: (Universal Placement Inc.)

Teachers Placement Group: Recruitment agencies for qualified educators from around the world to teach in the United States.

Robert Marzano Research: Research-based strategies for increasing student achievement. The strategies includes identifying similarities and differences, summarizing and note taking, forcing effort and providing recognition, homework and practice, nonlinguistic Representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers.

MMGW (Making Middle Grades Work): Assist middle grades schools to implement the essential elements in raising academic achievement. The elements focus on a rigorous and challenging academic core curriculum for all students and on the teaching and learning conditions that support continuous improvement in student achievement.

Breaking Ranks in the Middle: Employs a comprehensive; research-based strategic that emphasizes coaching and on-going professional development to improve teaching and learning in individual schools and classrooms.

Middle Grades Reform:

The reform focuses on three core areas: Collaborative Leadership and Professional Learning Communities, Personalizing the School Environment Making Learning Personal through Curriculum, Instruction, and Assessment.